

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: AMERICAN SENIOR HIGH SCHOOL

District Name: Dade

Principal: Luis Diaz

SAC Chair: TBA

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 09-22-2009

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VISION and MISSION STATEMENTS

Vision: The American High School administration, faculty, and staff work together with the parents and community members to educate students for success.

The mission of American High School/American Adult Community Education Center is to provide the opportunity for all students to receive a quality education. Through collaboration among disciplines, along with business and community partnerships in education, American High School will prepare students to become productive and socially conscious members of our increasingly complex world.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

American High School (AHS) opened its doors in 1976 on a 30-acre parcel of land located at 18350 N.W. 67th Avenue in unincorporated Miami-Dade County, west of Carol City and north of the Town of Miami Lakes. AHS is one of over 40 high schools under the jurisdiction of the Miami-Dade County Public Schools. The school is located in a residential community, near two major thoroughfares and several retail shopping centers. There are currently five relocatable classrooms on the property. During the 2006-2007 school year, the school opened 11 additional classrooms, in a new concrete addition on the Southeast side of the main building. Four years ago, six additional classrooms were added on the south side of the main building, and complete renovation of science laboratories/classrooms took place.

Unique School Strengths for Next Year

American showed improvement in our lowest 25% on the Reading FCAT. The percentage of 9th and 10th grade students achieving mastery increased in reading and math with 10th grade math increasing by 8% in mastery. American had its 1st successful Dual enrollment Astronomy class was offered and all students enrolled passed with A's. We will offer Speech and Debate next year. American was listed in Newsweek as being in the top 3% of high schools in the US. Also, One of administrators received the Do the Right Thing Coordinator of the year 2009 award. We also received the Univision Special Teacher award, SHAPE Grant, Art grants, and CITI fund grants. We currently have teachers being trained in SLC for NAF.

Unique School Weaknesses for Next Year

American experienced a drop in enrollment of over 200 students from 2007-2008 to 2008-2009. Four of our math teachers retiring; due to budget they may not be replaced. This will lead to larger math classes. American has an extremely transient student population. Writing scores may be affected because strongest English teacher with highest scores will be retiring. Loss of funds may also jeopardize our alternative to suspension (Saturday School) and after school tutoring. Results of the 2009 FCAT exam indicate that 71% of ninth and tenth grade students are performing below grade level expectations in Reading and 38% of ninth and tenth grade students are performing below grade level expectations in mathematics.

Student Demographics

AHS serves approximately 2,063 students, in grades 9 through 12, from the surrounding neighborhood, including 12% Students with Disabilities (SWD), 10.5% English Language Learners (ELL) students, and about 6% of students are gifted. Approximately, 67% of the school's student population receives free or reduced meals. However, it is well known that a larger number of high school students who would normally qualify for free and reduced meals fail to apply due to the perceived stigma associated with the program. It is the school's belief that larger portions of our student body actually live in a lower socio-economic community than published statistics indicate.

The ethnic/racial makeup of the student population is 68% Hispanic, 24% Black Non-Hispanic, 5% White Non-Hispanic, 2% Asian/Indian, and 1% Multiracial. Over 60% of the students attending the school are transported to our school by the District.

Student Attendance Rates

American is at the top of its Region for attendance in 2008 – 2009 school year with a rate of 94%. This is a percent higher than last year. The attendance rate in 2007 – 2008 was 93% and in 2006 – 2007 it was 95%.

Student Mobility

Our student mobility rate exceeds 30 percent. This mobility rate is primarily due to our immigrant population. This rate of mobility also affects the school financially due to the fact that many of the students we are accountable for are not enrolled at American during one or both FTE periods but are presents for the rest of the school year. Because of the transient nature of the student body, American High School offers specific initiatives and services that assist students during what could be a difficult period of adjustment. Some of these initiatives include after school tutoring, a credentialed and highly experienced counseling staff, a first rate athletic program, and an extensive work experience program.

Student Suspension Rates

2006-2007: 326 Indoor, 1011 Outdoor; 2007-2008: 288 Indoor, 834 Outdoor; 2008-2009: 298 Indoor, 636 Outdoor. There were 10 more indoor suspensions this year. However, the number of outdoor suspensions decreased by 198 over the last year.

Student Retention Rates

The retention rate decreased by 0.8% going from 6.1% the previous year to 5.3% in 2008-2009. American has a Credit Recovery Program where students have the opportunity to re-take classes through Adult Education to gain the credits they need to get back on track. This program is one of the factors contributing to the decrease in the retention rate. The district retention rate for high schools is 7.5%.

Class Size

Regular math, language arts, science, and social studies classes will have a teacher to student ratio of 1:27. Honors and Advanced Placement courses will have a ratio of about 1:24. ESOL classes will have a ratio of about 1:25 and ESE will have a 1:15 ratio. EBD will continue to have a ratio of 1:8, TMH 1:7, and Autistic 1:5. Elective courses will have a ratio of 1:30. American has full inclusion in Intensive Math, Intensive Reading, one Social Studies Class, and an Algebra 1 class.

Academic Performance of Feeder Pattern

The middle schools that feed into American High School improved their FCAT school grade from 2006-2007 to 2007-2008. Country Club Middle increased its grade from a "D" to an "A. Black, Economically disadvantaged and ELL students did not make AYP in reading or math. Hispanic students did not make AYP in math only. Country Club MS's AYP status fell from 95% to 85%. Lawton Chiles Middle increased from a "B" to an "A." Black, Hispanic, Economically disadvantaged, ELL, and SWD students did not make AYP in reading or math. The lowest 25% at both schools made adequate progress in both Reading and Math. Lawton Chiles MS's AYP status fell from 79% to 77%. Neither school made AYP.

Partnerships and Grants

American High School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami-Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, Atrisk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

American has a Small Learning Community Grant that funds the Dual Enrollment program and the career academies. We also have a partnership with a parent's business that funds field trip for the SWD and some of the local college visits. We also have grants through CITI Bank, SHAPE, and Fairchild Gardens. We will also receive the Learn and Serve Grant which is provided by the state.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Luis Diaz	BS and MS in Education And Specialist in Educational Leadership	2	10	04-05 = D; Reading Mastery: 8%, Math Mastery: 31%; None of the subgroups made AYP in reading. 05-06 = A; Reading Mastery: 51%, Math Mastery: 55%; None of the subgroups made AYP in reading. 06-07 = B; Reading Mastery: 52%, Math Mastery: 60%; None of the subgroups made AYP in reading. 07-08 = C; Reading Mastery: 30%, Math Mastery: 62%; None of the subgroups made AYP in reading. 08-09 = C; Reading Mastery: 31%, Math Mastery: 68%; None of the subgroups made AYP in reading.
Assis Principal	Kenyetta Black	Bachelors of Communications and Masters of Education	4	6	03-04 = F; Reading Mastery: 10%, Math Mastery: 29%; None of the subgroups made AYP in reading. 04-05 = D; Reading Mastery: 8%, Math Mastery: 31%; None of the subgroups made AYP in reading. 05-06 = C; Reading Mastery: 27%, Math Mastery: 55%; None of the subgroups made AYP in reading. 06-07 = D; Reading Mastery: 28%, Math Mastery: 55%; None of the subgroups made AYP in reading. 08-09 = C; Reading Mastery: 31%, Math Mastery: 68%; None of the subgroups made AYP in reading.
Assis Principal	Elvira Ruiz	Bachelor-Elementary Education Master-Special Education K-12 Specialist-Educational Leadership	6	3	04-05=C; Reading Mastery: 23%, Math Mastery: 53%; None of the subgroups made AYP in reading. 05-06=C; Reading Mastery: 27%, Math Mastery: 55%; None of the subgroups made AYP in reading. 06-07=D; Reading Mastery: 28%, Math Mastery: 55%; None of the subgroups made AYP in reading. 07-08=C; Reading Mastery: 30%, Math Mastery: 62%; None of the subgroups made AYP in reading. 08-09=C; Reading Mastery: 31%, Math Mastery: 68%; None of the subgroups made AYP in reading.
Assis Principal	Heriberto Sanchez	Masters in Ed Leadership	1.5	6	04-05 = D; Reading Mastery: 12%, Math Mastery: 33%; None of the subgroups made AYP in reading. 05-06 = D; Reading Mastery: 14%, Math Mastery: 36%; None of the subgroups made AYP in reading. 06-07 = D; Reading Mastery: 13%, Math Mastery: 39%; None of the subgroups made AYP in reading. 07-08 = C; Reading Mastery: 30%, Math Mastery: 62%; None of the subgroups made AYP in reading. 08-09 = C; Reading Mastery: 31%, Math Mastery: 68%; None of the subgroups made AYP in reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
		Professional Educators:			2008 – 2009: Grade C. Reading Mastery: 31%, Lowest 25%: 56%, Gains: 53%. None of the subgroups made AYP in

Reading	Tennille Martinez	English 6-12 Currently pursuing Reading endorsement and certification	5	2	reading. 2007 – 2008: Grade C. Reading Mastery: 30%, Lowest 25%: 54%, Gains: 49%. None of the subgroups made AYP in reading.
Reading	Yvette Sands	Professional Educator's: English 6-12 Currently pursuing Reading endorsement and certification	4	2	2008 – 2009: Grade C. Reading Mastery: 31%, Lowest 25%: 56%, Gains: 53%. None of the subgroups made AYP in reading. 2007 – 2008: Grade C. Reading Mastery: 30%, Lowest 25%: 54%, Gains: 49%. None of the subgroups made AYP in reading.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Offer Professional Development on school site for current teachers so they can maintain their "Highly Qualified" status.	PD Liaison and AP	On-going	
2. Review resumes that are sent to the administration and find the skills that match the schools need.	Principals and AP of Curriculum	On-going	Due to budgetary constraint, no new hires are being considered.
3. Notify teachers when certification is about to expire and email them with recommendations	AP of Curriculum and AP of Curriculum secretary	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Shantell Wright	Emotionally Handicapped	Emotionally Handicapped	Taking FTCE for Social Studies in fall 2009
Samuel Gbadebo	Exceptional Student Education, Marketing	ESE – Educable Mentally Handicapped, Marketing	Taking FTCE for Math in fall 2009

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
118	0.85	20.34	40.68	38.14	39.83	84.71	6.78	2.45	16.95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Noel Gray	None	N/A	N/A
Robert Hertler	None	N/A	N/A
Tennille Martinez	None	N/A	N/A
Yvette Sands	None	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

At American High School, services are provided to guarantee students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs

are provided. Support services are provided to secondary students. Reading Coaches and Department Heads develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

American provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Does not apply to American High School.

Title II

The District uses supplemental funds for improving basic education as follows:

- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided by the district for educational materials and ELL personnel support to improve English Language Learner students that speak languages other than Spanish and Haitian Creole.

Title X- Homeless

Does not apply to American High School.

Supplemental Academic Instruction (SAI)

American will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

At American, our TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises. The TRUST Specialist also sponsors the DFYIT program. The TRUST Specialist sponsors the DFYIT program and peer mediation.

Nutrition Programs

- 1) American adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) American's Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Does not apply to American High School.

Head Start

Does not apply to American High School.

Adult Education

High school completion courses are available to all eligible American High School students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

American houses six academies that provide exposure to and experience in various career fields. The academies also offer the opportunity for students complete high school with a technical certificate.

Job Training

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

As stated above, American has several career academies that offer on the job training in fields such as nursing, marketing, and networking. Students in these academies take field trips and shadow others already working in these fields through partnerships with businesses in the community.

Other

Parental Involvement Program Description

American High School involves parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

RtI is an extension of American's Leadership/Literacy Team, strategically integrated in order to support the administration. RtI will assist in resolving issues and concerns as they arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating RtI into the culture of each school.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Department heads for the reading, language arts, mathematics, science, social studies, foreign languages, ESOL, fine arts, physical education, vocational, and JROTC departments.
- Reading coaches
- Media Specialist
- Special education department head
- Student Services department head

- Community stakeholders

3. RTI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RTI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

The following steps will be considered by American's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (mini- and interim assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold weekly team meetings

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

Several members of the Leadership Team are also on the School Advisory Council (SAC). These members worked together with the principal and assistant principal of curriculum to develop the School Improvement plan (SIP). The other members of the Leadership Team provided feedback during the End-of-Year review of the 2008 - 2009 SIP. This feedback included information on the strategies that worked, what we should continue to do, and what instruction should do adjusted. This information was used to revise the current SIP and develop the SIP for the new school year.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: The Reading department uses a district-wide test that is given to all 9th, 10th, and FCAT retake students. The Math, Science, and English (for Writing) departments have all developed their own pre-tests that is given to all 9th, 10th, 11th (science) and FCAT retake students.

Interim Assessments (IA): The Reading and Math IA is given to all 9th, 10th, and FCAT retake students in October and December/January. The Science IA is also given to the 11th grade student during the same time periods.

Mini-assessments: The Reading, Math, and Science departments will be giving mini-assessments to students on a bi-weekly basis. These assessments are be developed by the department heads and will be given to all 9th, 10th, retake 11th and 12th grade students.

Post-Test: The math department also gives their students a post test mid-February to identify areas in need of further review before the FCAT.

The data from these assessments will be used alter teacher's instruction in order to meet the needs of their students.

Other data that the Leadership Team will monitor are:

- FAIR assessment
- FCAT
- Student grades
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on RtI.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

According to the 2009 FCAT data, 29% of our ninth and tenth student mastery which is a 3 percent increase from 26% in 2008. Reference/Research decreased from 56% to 44% correct for ninth and tenth graders. Also tenth graders decreased in Words/Phrases from 56% to 50%. Of our lowest 25 percent of ninth and tenth graders, 60% made learning gains and 53% of all students tested made learning gains in reading, both of which are above 50 percent.

In Mathematics, 62% of our ninth and tenth grade students achieved mastery, which is a 7 percent increase from 55% in 2008. Ninth graders showed a decrease of proficiency in Number Sense declining from 63% to 50%. Tenth graders showed an increase or maintained proficiency in all clusters content areas. Of our lowest 25 percent of ninth and tenth graders in math, 72% made learning gains and 81% of all students tested made learning gains, both of which are above 50 percent.

In Science, eleventh grade students maintained the level of mastery at 27%. Scientific Thinking is the only content cluster that declined from 64% in 2008 to 50% in 2009. Although some improvement was shown in the Physical/Chemical cluster, moving from 43% in 2008 to 46% in 2009, it is still less than 50%.

In Writing, the total percentage of students showing proficiency decreased from 78% in 2008 to 77% in 2009, which decreased by 1%. Expository was the weaker of the two types of writing with a 75% proficiency.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The 2009 FCAT results will be utilized to develop the Instructional Focus Calendar (IFC). The IFCs will be developed in August 2009. The IFC will then be updated in October 2009 after meeting with the SAC and reviewing the disaggregated data from the results of the Baseline data. The IFC will also be reviewed and adjusted as needed in December as determined by the disaggregated data from the results of the Fall Interim Assessment.

Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction and deciding which is more appropriate for teaching each lesson. Benchmarks will be selected as indicated by students' strengths and weaknesses, which were measured by Baseline data, as well as progress on Interim and mini assessment data results.

The department chairpersons will establish the period of training for each Benchmark in the IFC to guarantee that students are open to the elements of all Benchmarks preceding the FCAT testing. Surrounded by the quantity of time selected in the IFC, teachers will supply training on each Benchmark, permit the students an opportunity to apply, evaluate the students' comprehension, and then re-instruct the Benchmark as specified by student development, either in a complete group or diminutive group setting.

Throughout the year, administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with the RtI and PLCs to ensure that the IFC is being utilized and implemented effectively. Reading coaches, department chairs, and mentors will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during monthly

team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: For 9th grade, Reference/Research was the least proficient strand and will be given priority focus. For 10th grade, Words and Phrases was the least proficient strand and will be given priority focus.

Mathematics: For 9th grade, Measurement was the least proficient strand and will be given priority focus. For 10th grade, Geometry was the least proficient strand and will be given priority focus.

Science: Physical and Chemical Sciences was the least proficient strand and will be given priority focus.

Writing: Expository writing was the least proficient type of writing last year and will be our priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

After analyzing the FCAT data and having determined student learning gains by teacher, the administration is currently adjusting the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains and content cluster has allowed the strongest teachers to be paired with the students who show weaknesses in respective content clusters.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Our school offers students elective courses in art, business, technology, and career study. They also have the option of participating in one of six Academies, two of the academies being NAF-certified, leading to industrial certification. Many of these courses focus on job skills and offer students internships.

Our school's daily focus is to ensure academic rigor, relevance and relationships. Teachers are also provided reading materials, "Patriot Words of the day," and "bell ringers" that are based on current events to incorporate into daily lessons.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Every year, during Open House, students and parents participate in a Parent Fair that exposes them to curriculum, academies, various academic organizations and extracurricular activities.

About one week after students receive their subject selections sheets and have had time to review them with their parents, students meet one-on-one with a counselor to review what requirements still need to be met in order to determine what classes they will take. The final course selection is sent home for parent's signature.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Departments will meet monthly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. The departments will work together to create lesson plans for differentiated instruction, so that students at all levels (below mastery, at mastery, and above mastery) will receive the proper education.

Teachers will meet monthly for departmental meetings during Professional Learning Communities to share best practices, resources, and student data.

How are instructional focus lessons developed and delivered?

Focus lessons include bell ringers, word of the day and writing prompts. Focus lessons are provided by the reading coaches and department chairpersons for each subject area based on a review of previous assessments that indicate students' weaknesses.

The focus lessons selected by the reading coaches and department chairpersons are aligned to the Benchmarks and standards for each subject area. Lessons cover those Benchmarks that are annually assessed on the FCAT.

Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. Social studies teachers, with the help of the Reading Coaches are also incorporating the reading focus lesson into their instruction. In the future, depending on need, elective teachers may also teach/incorporate focus lessons.

How will instructional focus lessons be revised and monitored?

Student mastery on mini-assessments and interim assessments based on the focus lessons will establish whether focus lessons need to be revised and/or material in the lesson needs to be revisited.

After each mini-assessment and interim assessment, teachers and administrators will analyze the data results to ensure the effectiveness of the focus lessons.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Monthly mini-assessment based on the focus lessons will be administered. These mini-assessments will be developed by the members of the RtI Leadership Team. The assessments will consist of 5 to 10 questions per benchmark being assessed. We will also use the Fall and Winter Interim Assessment provided by the State to monitor student progress.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery for the mini-assessments will be set at 80% to ensure student proficiency of each benchmark.

The mini-assessment and interim assessment results will be used to establish the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to review the questions that students missed most frequently and re-teach the respective lessons.

Teachers will differentiate their instruction as indicated by the mini-assessment and interim assessment results to provide intensive instruction to those students earning less than 60%. Students earning between 60-80% will be provided the opportunity for additional instruction and practice while students earning above 80% receive enrichment/advanced instruction.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students below, at or above mastery level will receive differentiated instruction, which provides academic rigor, relevance, and attainment/enhancement of current and future skills. Reinforcement of skills and benchmarks will ensure the mastery or maintenance of proficiency levels in content area classes.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet twice a month. The meetings will alternate as follows: one meeting will be by department and the next will be by academy. This rotation will continue throughout the school year.

The meeting will be facilitated by the reading coach, the academy leader, and/or the department chairperson. Weekly agendas and minutes will be submitted to the administrative staff by the faculty member facilitating the meeting. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team will meet weekly to discuss assessment results and student progress. The members of the Leadership Team will then meet with the teacher in their respective departments either during bi-weekly meetings, or one-on-one to discuss students' assessment results. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The Reading coaches and/or department heads will assist teachers by modeling whole group instruction or assisting the teacher in providing small group instruction. The Reading coach will also help in desegregating data that will help chart or monitor student progress. Mentoring teachers will also provide assistance to teachers who are struggling in any areas of instruction or behavior management.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core instruction is based on the benchmarks in the SSS and provided by the teacher and the textbooks provided to them. Many of the teachers use supplemental materials that came with the textbooks, from the internet, provided by the state or district, and materials they have created on their own or with their colleagues. Advanced courses will use textbooks from Prentice Hall publishing while the regular instruction will be supported by the Glencoe publishers. All textbook titles are the same as the course titles.

Intensive instruction is provided through many of the same resources as the core instruction but on a different level and with more repetition. Intensive mathematics will use Algebra Concepts textbook and FCAT Buckledown books. Intensive reading classes will use several workbooks.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

State adopted textbooks and other resources provided by the state, which are designed for intensive instruction will be utilized. FCAT Explorer, Reading Plus and other computer programs will also be used to enhance student learning. Teachers will employ best practices discussed in Professional Learning Communities to provide differentiated instruction methods to students in areas they have not yet mastered. Students who continue to demonstrate non-mastery may be required to participate in tutorial sessions after school or possibly Saturday school especially during FCAT crunch time.

How does the school identify staff's professional development needs to improve their instructional strategies?

An analysis of student performance data, along with administrators' observations, and discussions in departmental meetings will help identify areas of concern in classroom management, instructional delivery, etc. These issues will determine what types of professional development sessions are needed.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students not making mastery will be offered after-school assistance via honor societies and Title 1 funds. Also students not making mastery in Reading will participate in the "Pull-out" program during the regular school day with the reading coaches where they will get one-on-one assistance.

How will the effectiveness of the interventions be measured throughout the year?

Reading coaches will conduct a pretest and a post test to show student progress. Also, custom groups are created for students participating in tutorials to monitor the results of the students' FAIR assessments, mini-assessments, Interim Assessments, and FCAT.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels participate in the school's gifted, Cambridge, and/or Advanced Placement program. Students also enroll in elective classes that include art, music, or foreign language.

Describe how students are identified for enrichment strategies.

Many of the students within our feeder pattern have already been identified for advanced academic programs in middle school and will continue in the programs unless there is a decline in student progress.

FCAT, PSAT, and student progress in specific courses that demonstrate consistent mastery/proficiency are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration.

At times, parent conferences are held with the recommending teacher(s), guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
	Department		Third Tuesday of every	Analyze the effectiveness of the (by subject area) FCIM calendars,

Each content area team	Chairpersons and AP of Curriculum	Monthly	month either during lunch or after school, depending on department	mini-lessons, mini-assessments, Interim Assessments, maintenance, tutorials, and enrichments to determine any necessary revisions.
Each career academies	Small Learning Community Leader and Academy leaders	Monthly	As decided by each Academy	Lesson Study centered on planning with and utilizing the research-based lesson delivery model, while incorporating the focus of the current project that the academy is working on.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/21/2009 1:16:39 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/21/2009 1:16:54 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/21/2009 1:17:17 PM)

Pre-School Transition

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

The ACT Online Prep Program, funded by the Title I Program, will be made available to all students at American High. This will allow students the opportunity to receive individualized feedback and instructions in preparation for the ACT and Postsecondary academia. Every student will receive an individual password to access the ACT Online Prep Program from home and or the various computer labs around school.

The percentage of student who graduated from American in 2007 who took the SAT was 69.8% and ACT was 31.0%. American has a larger percentage of graduates taking the SAT than the District at 61.5% and the State at 56.8%. However, our percentage of students taking the ACT is lower than both the District at 36.4% and the State at 39.0%.

American offers "Tools for Success: Preparing Students for Senior High School and Beyond" which is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.

As the students from one grade level to the next, Student Services will monitor their progress throughout the years to verify that all requirements are met or in progress of being completed.

Also, various activities are held with the parents and students to assist in their transition from one level to the next such as:

- Articulation
- Freshmen orientation parent night
- Senior parent nights
- Alumni students that are currently enrolled in various colleges/universities return to the school to speak to the seniors about their experiences.

The Cap advisor organizes college fairs, college campus visits, and visits from college representatives to American to speak about the programs they have to offer.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 & 10, 29% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents a Increase of 3 percentage points compared to 26% who achieved mastery in 2008.		1. Given instruction using the Sunshine State Standards, 72% of the students in grades 9 &10 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Retain two reading coaches to assist and support content and elective area teachers with the integration of reading strategies across the curriculum.	Reading Coaches	Review coaches' logs and yearly FCAT results.	Biweekly Progress Monitoring Reporting Network (PMRN) Coaches Log
2	The school will implement the new Florida Assessment for Instruction in Reading (FAIR) assessments to monitor student progress.	Reading Coaches	. Review FAIR data reports to ensure teachers are assessing students according to the ongoing progress monitoring schedule.	Printout of FAIR assessments.
3	Utilize data derived from FAIR, mini-assessments and Interim assessment to drive instruction.	Reading Coaches	Desegregate data for instructional focus and grouping.	Effectiveness will be determined through FAIR assessments, Mini-assessment, and Interim assessment.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 22% of Students With Disabilities (SWD) in 9th and 10th grade scored at or above Level 3. This represents a decrease of 3 percentage points compared to 25% of students with Disabilities that scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 72% of SWD students scoring at or above a Level 3 on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Determine core instructional needs by reviewing FAIR assessment data for all SWDs. Plan differentiated instruction using evidence-based instruction/ interventions within	Reading Coaches	Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	FAIR Ongoing Progress Monitoring (OPM) data will be used to monitor progress.

60-minute reading block.			
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 24% of Black students in 9th and 10th grade scored at or above Level 3. This represents an increase of 3 percentage points compared to the 21% that scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 9th and 10th grade Black students will increase their reading skills as evidenced by 72% of students scoring at level 3 or higher on the 2010 administration of the FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus on strategies to develop and enhance understanding of benchmarks.	Reading Coaches	Focused lessons will be used to ensure targeted instruction.	Effectiveness will be determined through FAIR assessments, monthly mini-assessments and District Interim Assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 30% of Hispanic students in 9th and 10th grade scored at or above Level 3. This represents an increase of 1 percentage points compared to the 29% that scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 9th and 10th grade Hispanic students will increase their reading skills as evidenced by 72% of students scoring at level 3 or higher on the 2010 administration of the FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Focus on Words and Phrases cluster and higher order questions in lesson plans.	Reading Coaches	Lesson plans will be reviewed during classroom walkthroughs	Classroom walkthrough to determine implementation frequency of Words/Phrases and higher order questions used in District adopted programs (USA today).

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 27% of Economically Disadvantaged students in 9th and 10th grade scored at or above Level 3. This represents an increase of 3 percentage points compared to the 24% that scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 9th and 10th grade Economically Disadvantaged students will increase their reading skills as evidenced by 72% of students scoring at level 3 or higher on the 2010 administration of the FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Offer free tutoring Monday – Thursday and Saturdays to enhance comprehension.	Reading Coaches	Reading coaches will assist teachers in developing lessons targeting benchmarks.	Effectiveness will be determined through FAIR assessments, monthly mini-assessments and District Interim Assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 72% of the students in grades 9 & 10 will achieve mastery for reading on the 2010 FCAT Reading Test.	Effective Implementation of the Instructional Focus Calendar (a) Reference/Research (b) Words/Phrases (c) FAIR	Reading Coach	August – October 2009	Lesson Plans Classroom Visits	Principal, Reading Coach
Given instruction using the Sunshine State Standards, 72% of SWD students scoring at or above a Level 3 on the 2010 FCAT Reading.	Effective use of the Reading Coach's time.	District Language Arts Supervisor	August – October 2009	The coach's bi-weekly log will be shared with the Principal and Reading Coach	Principal, Reading Coach District Language Arts Supervisor

Given instruction using the Sunshine State Standards, 9th and 10th grade Economically Disadvantaged students will increase their reading skills as evidenced by 72% of students scoring at level 3 or higher on the 2010 administration of the FCAT Reading.	Best Practices CRISS Strategies	Reading Coach	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of strategies.	Principal, Reading Coach
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

On a monthly basis, the Reading Coaches will review an activity from the "Lessons Learned" book to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in ninth grade social studies and tenth grade science classes that will be aligned with the reading instructional focus calendar. The school will participate in a comprehensive reading block where every teacher will teach a school-wide novel and vocabulary.

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
Townsend Library, Mastering FCAT Reading, AMSCO, Kaplan Series	Title 1 District Funds	\$21,200.00
		Total: \$21,200.00
Technology		
Description of Resources	Funding Source	Available Amount
Reading Plus	District Funds	\$12,000.00
Hampton Brown Edge	District Funds	\$13,000.00
		Total: \$25,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$46,200.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
In grades 9-10, 68% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a increase of 6 percentage points	1. Given instruction using the Sunshine State Standards, 74% of students in grade 9-10 will achieve mastery on the 2010

compared to 62% who achieved mastery in 2008.		administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Common board configuration including objectives, essential questions, date, agenda, and homework assignment focused on Geometry.	Mathematics Chair	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Documented walkthroughs.
2	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment in Number Sense and Measurement.	Mathematics Chair	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of all students on Mini- and Interim assessment.
3	Focus on Number Sense, Measurement cluster, and higher order questions in lesson plans.	Mathematics Chair	The Mathematics department will review results of common assessment data monthly to determine progress toward benchmark (75% on common assessment).	Use the mini- and Interim Assessments to monitor the students' progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 55% of Black students in 9th and 10th grade scored at or above Level 3. This represents an increase of 6 percentage points compared to the 49% that scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 9th and 10th grade Black students will increase their reading skills as evidenced by 74% of students scoring at level 3 or higher on the 2010 administration of the FCAT Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Enroll students who scored at FCAT Achievement Levels 1 and 2, in Intensive Math classes.	APC, Mathematics Chair	The Mathematics department will review results of common assessment data monthly to determine progress toward benchmark (75% on common assessment).	Use the mini- and Interim Assessments to monitor the students' progress.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 61% of Economically Disadvantaged students in 9th and 10th grade scored at or above Level 3. This represents an increase of 8 percentage points compared to the 53% scored at or above Level 3 in 2008.		Given instruction using the Sunshine State Standards, 9th and 10th grade Economically Disadvantaged students will increase their reading skills as evidenced by 74% of students scoring at level 3 or higher on the 2010 administration of the FCAT Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Provide free after school and Saturday tutoring programs designed to assist any student (including those subgroups identified under the NCLB requirements) with the attainment of SSS Mathematics benchmarks.	AP and Mathematics Chair	The Mathematics department will review results of common assessment data monthly to determine progress toward benchmark (75% on common assessment).	Students' progress will be evaluated using monthly assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 AYP data, 40% of English Language Learners in 9th and 10th grade scored at or above Level 3. This represents an increase of 14 percentage points compared to the 26% that		Given instruction using the Sunshine State Standards, 9th and 10th grade English Language Learners will increase their reading skills as evidenced by 74% of students scoring at level 3 or higher on the 2010 administration of the FCAT Math.		

scored at or above Level 3 in 2008.			
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Provide English Language Learners (ELL) students with home language assistance in mathematics by providing pullout sessions during mathematics classes. Teachers	APC, ESOL Department Chair	Maintain a record of strategies and interventions utilized during "pullout" sessions.	Increased achievement between Mini- and Interim assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction using the Sunshine State Standards, 74% of students in grade 9-10 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Implementation of the Instructional Focus Calendar (a) Number Sense (grade 9) (b) Geometry (grade 10)	Mathematics Chair	Selected Professional Development Days and Early Release	Modeling of Lessons Classroom Visits Department meetings and Professional Development	Principal, Mathematics Chair
Given instruction using the Sunshine State Standards, 9th and 10th grade Economically Disadvantaged students will increase their reading skills as evidenced by 74% of students scoring at level 3 or higher on the 2010 administration of the FCAT Mathematics.	Effective use of Technology in the Mathematics classroom.	Mathematics Chair and Test Chair	Selected Professional Development Days and Early Release	Observation of center use and documentation in lesson plans	Principal, APC, and Mathematics Chair
Given instruction using the Sunshine State Standards, 9th and 10th grade English Language Learners will increase their reading skills as evidenced by 74% of students scoring at level 3 or higher on the 2010 administration of the FCAT Math.	Differentiated Instruction	District Mathematics Supervisor	All mathematics teachers will participate in differentiated instruction training by October, 2009.	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/interventions within the mathematics blocks.	District Mathematics Supervisor, Principal, and Mathematics Coach are responsible for monitoring the use of differentiated instruction in mathematics blocks.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
AMSCO FCAT Books	Title 1	\$10,450.00
		Total: \$10,450.00
Technology		
Description of Resources	Funding Source	Available Amount
GIZMO	Title 1	\$750.00
Inspiration 7.5	Title 1	\$750.00
		Total: \$1,500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Mathematic Tutorial	Title 1	\$18,000.00
		Total: \$18,000.00
		Final Total: \$29,950.00

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
According to the 2009 FCAT data, 27% of eleventh grade students achieved level three and above which was neither an increase nor decrease from the 2008 FCAT data.		50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Continue to perform weekly laboratory experiment that will allow students to demonstrate their understanding of the previously taught lesson.	1. Principal and science Department Chair	1. The created lab schedule will be implemented and monitored by the Principal and Department Chair	1. Improvement on the science assessment test
2	2. Utilize hands-on laboratory experiments two hours per week.	2. Teachers and science department Chair	2. The created lab schedule and lab experiments will be implemented and monitored by Department Chair	2. Improvement on the science assessment test
3	3. Students will use a common lab report format to document hands-on investigations	3. Teachers and science department Chair	3. Review results of assessment tests data by using Edusoft to determine progress toward benchmark. Implemented and monitored by Department Chair	3. Improvement on the science assessment test

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on SSS, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Improving Scientific Thinking skills of the students through teachers' implementation of new methods into classroom activities.	District science department	August-September, 2009	Lesson Plans will be reviewed by department chair and classroom visits made by administration.	Implemented and monitored by the AP Principal and Department Chair.
Given instruction based on SSS, 50% of students will score at level three or above on the 2010 FCAT Science Assessment	Gizmos	District science department	August-September, 2009	Observation of technology use and documentation in Lesson Plans.	Implemented and monitored by the AP Principal and Department Chair.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Buckle Down Books	Title 1	\$5,200.00
		Total: \$5,200.00
Technology		
Description of Resources	Funding Source	Available Amount
GIZMO	District	\$1,000.00
		Total: \$1,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00

		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science Tutorial	Title 1	\$18,000.00
		Total: \$18,000.00
		Final Total: \$24,200.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 administration of the FCAT Writing Test, 84% of the students in 10th grade scored level 3.5 or above in writing. There was no change in the percentage of the 10th grade students who scored 3.5 or above in 2008.		1. Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above. Also, 90% of 10th grade student will achieve 3.5 or higher in Expository writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Students will use the writing process daily (Expository topics will be used two to three times a week); all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring progress.	1. Language Arts Department Chairperson, Reading Coaches	1. A school wide consistent method of saving student work will be established. Bell ringers/journal entries/writing prompts will be part of daily objectives displayed.	1. Progress between the Pretest Prompt and Mid-year Prompt.
2	2. The revision and editing process will be explicitly taught and seen in student writing drafts.	2. Language Arts Department Chairperson, Reading Coaches	2. Department Chairperson and Instructors will monitor revision and editing process by reviewing student drafts	2. Progress between the Pretest Prompt and Mid-year Prompt.
3	3. Provide the state required rubric for the FCAT Writing to all 9th and 10th grade students to model exemplary writing.	3. Language Arts Department Chairperson, Reading Coaches	3. Department Chairperson will provide rubrics to Instructors.	3. Progress between the Pretest Prompt and Mid-year Prompt

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, on the 2010 administration of the FCAT Writing Test, 90% of the 10th grade students will achieve a 4.0 or above.	1 & 2. Teaching the use of revision and editing strategies.	Language Arts Department Chairperson, District Language Arts Supervisor	September 2009	Monitor student writing portfolios, notebooks or journals. The students will use red pens to make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Language Department Chairperson, Reading Coaches, District Language Arts Supervisor

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Writers Choice	Title 1	\$8,000.00
		Total: \$8,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$8,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Increase parent involvement in school activities planned for parents and students.			The school will increase the number of parent involvement by 1% by June 2010.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Use of CoNect Ed messaging system.	Selected School Staff	Collect participation data.	Title I Administration Parental Involvement Monthly School Report.
2	Maintain parental telephone logs and activity reports.	PTSA, Assistant Principal	Tally Parental Involvement Monthly School and Activity Reports.	Title I Administration Parental Involvement Monthly Activities Report.
3	Offer a presentation of "Understanding the SSS Benchmarks" to parents during the Parent Fair so that parents can get a better explanation of the FCAT.	Assistant Principal, Selected School Staff	Collect participation data.	Parent Attendance sign-in sheets

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement
Fifty-nine percent (59%) of parents do not feel that the staff does their best to include them in matters directly affecting their child's progress in school.		Eighty percent (80%) of all parents indicated that the staff does their best to include them in matters directly affecting their child's progress in school.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The teaching faculty will be encouraged to participate in PTSA meetings and events.	Assistant Principal, PTSA president	Monitor parent and teacher enrollment in PTSA.	Review PTSA attendance rosters
2	Administration will hold a Title 1 workshop for parents to better understand what Title 1 is and how it helps the school.	Principal, Assistant Principal	Monitor change in parents completion of lunch applications.	Signin sheet for workshop and increase in return of lunch applications.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will increase the number of parent involvement by 1% by June 2010.	Title I in Action: A Practioners Perspective!	District's Summer Heat Training for Principals	Ongoing throughout the 2009 – 2010 school year.	Effective will be determined by the completion of parent surveys.	Selected school staff identified by the Principal; Office of Community Services and the Office of Program Evaluation.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Title 1 Parent Workshops	Title 1	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,000.00

End of Parent Involvement Goal

Other Goals

Increase Graduation Rate Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Our graduation rate for 2008-2009 was 71%, which is an 6% increase from 65% in 2007-2008.		The graduation rate for 2009-2010 will increase to 72%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.E2020 will be used for credit recovery.	1. Principal, APC	1. Student audit will be conducted for students anticipating graduation.	1. Graduation rate for 2008-2009
2	2. Student Services will monitor seniors throughout the year to verify that all requirements are met or in progress of being completed	2. Guidance Counselors	2. January student audit will be conducted for students anticipating graduation	2. Graduation rate for 2008-2009
3	3. Grade level orientations and data chats with all students.	3. Principal, APC	3. January student audit will be conducted for students anticipating graduation.	3. Graduation rate for 2008-2009

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The graduation rate for 2009-2010 will increase to 72%.	Small Learning Communities Professional Development	SLC Coordinator	July 2009	Student Credit Audit	Principal SLC Coordinator

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Increase Graduation Rate Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Townsend Library, Mastering FCAT Reading, AMSCO, Kaplan Series	Title 1 District Funds	\$21,200.00
Mathematics	AMSCO FCAT Books	Title 1	\$10,450.00
Writing	Writers Choice	Title 1	\$8,000.00
Science	Buckle Down Books	Title 1	\$5,200.00
			Total: \$44,850.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	District Funds	\$12,000.00
Reading	Hampton Brown Edge	District Funds	\$13,000.00
Mathematics	GIZMO	Title 1	\$750.00
Mathematics	Inspiration 7.5	Title 1	\$750.00
Science	GIZMO	District	\$1,000.00
			Total: \$27,500.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Parental Involvement	Title 1 Parent Workshops	Title 1	\$1,000.00
			Total: \$1,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Mathematic Tutorial	Title 1	\$18,000.00
Science	Science Tutorial	Title 1	\$18,000.00
			Total: \$36,000.00
			Final Total: \$109,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 8/21/2009 3:10:41 PM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Finance educational supplies, books, and resources proposed by staff to enhance student learning.	15586

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC will meet on a monthly basis to discuss use of Title 1 funds, review of SIP (and make any recommendations), and assist in the decision making of the use of SAC funds.

SAC Members

Members

- 1) Luis Diaz, Principal
- 2) Janice Naranjo, Student
- 3) Jasmine Gibson, Student
- 4) Ivan Hernandez, Student
- 5) Kimberly Warren, Student
- 6) Ellen Fike, Teacher
- 7) Tiffany Davis, Teacher
- 8) Chance Benton, Teacher
- 9) Manuel Cox, Teacher
- 10) Carol Roth, Teacher
- 11) Richard LePore, Business Member
- 12) Laura Garcia, Parent
- 13) Bernadette Vernon, Parent
- 14) Janet Cundiff, Parent
- 15) Amy Sanchez, Parent
- 16) Faye Mongbeh, Parent
- 17) Doreen Fuentes, Parent
- 18) Jimmie Parrott, School Support Personnel
- 19) Terri Simpson, Union Steward
- 20) Kenyetta Black, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade AMERICAN SENIOR HIGH SCHOOL 7011												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1075 Math: 1056		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N
TOTAL ⁴	98	Y	99	Y	29	N	62	N	89	90	Y	57	65	Y	72	71	N	44	38	Y	31	N	65	NA		
WHITE	100	Y	100	Y		NA		NA			NA	64	79	Y			NA			NA						
BLACK	98	Y	98	Y	24	N	55	N	92	89	N	55	67	Y	79	76	N	51	45	N	22	N	58	N		
HISPANIC	99	Y	99	Y	30	N	63	N	88	90	Y	57	63	Y	71	70	N	42	37	Y	32	N	66	NA		
ASIAN		NA		NA		NA		NA			NA				NA		NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA		NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	27	N	61	N	89	88	N	56	60	Y	76	73	N	47	39	N	30	N	64	N		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	40	N	56	69	Y	47	42	N			N	74	60	N	17	N	55	N		
STUDENTS WITH DISABILITIES	96	Y	96	Y	22	N		NA	73	65	N	38	35	N	75	78	N			NA		NA				

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade AMERICAN SENIOR HIGH SCHOOL 7011												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1249 Math: 1235		2007-2008 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	98	Y	98	Y	28	N	56	N	88	89	Y	52	57	Y	76	72	NA	52	44	NA	33	NA	73	NA		
WHITE	100	Y	100	Y		NA		NA			NA	65	64	N			NA			NA						
BLACK	97	Y	97	Y	21	N	49	N	83	92	Y	41	55	Y	82	79	NA	63	51	NA	23	NA	68	NA		
HISPANIC	99	Y	99	Y	29	N	58	N	89	88	N	56	57	Y	74	71	NA	49	42	NA	35	NA	74	NA		
ASIAN		NA		NA		NA		NA			NA				NA		NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA		NA			NA						
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	24	N	53	N	83	89	Y	47	56	Y	78	76	NA	57	47	NA	32	NA	71	NA		
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		N	26	N	57	56	N	45	47	Y	93	NA	67	74	NA	18	NA	56	NA			
STUDENTS WITH DISABILITIES	92	N	92	N	25	N	31	N	51	73	Y	32	38	Y	94	75	NA	89	69	NA	20	NA		NA		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade AMERICAN SENIOR HIGH SCHOOL 7011												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1398 Math: 1376		2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	98	Y	97	Y	24	N	48	N	86	88	Y	56	52	N	77	76	NA	53	52	NA	40	NA	65	NA		
WHITE	99	Y	99	Y		NA		NA			92	Y	48	65	Y			NA			NA					
BLACK	97	Y	95	Y	18	N	37	N	82	83	Y	52	41	N	85	82	NA	61	63	NA	34	NA	56	NA		
HISPANIC	98	Y	98	Y	26	N	51	N	86	89	Y	58	56	N	74	74	NA	51	49	NA	42	NA	68	NA		
ASIAN		NA		NA		NA		NA			NA	86	80	NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA				NA		NA			NA						
ECONOMICALLY DISADVANTAGED	97	Y	96	Y	22	N	43	N	81	83	Y	51	47	N	83	78	NA	55	57	NA	40	NA	62	NA		
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	7	N	33	N	61	57	N	47	45	N	93	93	NA	69	67	NA	42	NA	64	NA		
STUDENTS WITH DISABILITIES	93	N	90	N	6	N	11	N	42	51	Y	20	32	Y	93	94	NA	92	89	NA	25	NA	44	NA		

SCHOOL GRADE DATA

Dade School District AMERICAN SENIOR HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	31%	68%	84%	30%	213	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	75%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within

						Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	70% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	49%	56%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					467	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District AMERICAN SENIOR HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	30%	62%	84%	31%	207	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	49%	76%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	82% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	47%	41%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					468	
Percent Tested = 97%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Dade School District AMERICAN SENIOR HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	28%	55%	87%	28%	198	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	44%	66%			110	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	64% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	37%	44%			0	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned					420	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested